

**SCHOOL OF EDUCATION, LANGUAGE & PSYCHOLOGY**

**PRIMARY INITIAL TEACHER EDUCATION**

**PLANNING AND ASSESSMENT**

**GUIDANCE**

**2022-23**

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**Introduction**

This document is a tool to help all student teachers develop skills in planning, teaching, assessing and recording children’s progress. It provides University guidance and pro forma that student teachers will be able to use as starting points on their journey to becoming competent professionals. During teaching sessions tutors will plan opportunities where student teachers can utilise this information to support learning and teaching in the classroom.

**RATIONALE**

The Planning and Assessment Guidance is written to support you, as a student teacher. It should aid your understanding of the documentation that you need to complete in preparation for and throughout the course of your school experiences.

* It recognises the integrated nature of planning and assessment for learning.
* It supports commonality across both undergraduate and postgraduate programmes and the different school experiences.
* It is supported, in turn, by the relevant School Experience Handbook.

The planning pro forma are intended as guidance to support the variety of approaches to planning in order to accommodate the constantly evolving ways of working in the Early Years Foundation Stage, Key Stage One and Key Stage Two settings. It is important that a balance between child-initiated and teacher-initiated activity is achieved overall when planning for children’s learning but be aware also that not all learning outcomes can be defined in advance. The completed planning pro forma found on Moodle show a range of ways of using and adapting the planning pro forma in order to meet different approaches to learning and teaching across Early Years Foundation Stage, Key Stage One and Key Stage Two. We would be very happy to receive your comments to improve upon these pro forma!

The blank and completed assessment pro forma to be found on Moodle are offered as both guidance and tools to work with. They are not examples of ‘this is the way to do it’ but can be used to engage you in reflection and discussion about the documentation of assessment evidence and the importance of making learning visible to children, their parents and to a range of practitioners. The emphasis is on you, as a reflective practitioner, to implement a manageable and useful system of planning for and monitoring and assessing children’s learning. You are encouraged to try out and adapt the planning and the monitoring and assessment pro forma in order to meet the needs of the children, the particular context you are in and, of course, to meet the Teachers’ Standards.

The Government workload review and the associated Report of the Independent Teacher Workload Review Group *‘****Eliminating unnecessary workload around planning and teaching resources*’** (Crown 2016) came to following key conclusions:

**Principles of planning**

1. Teachers spend an undue amount of time planning and resourcing lessons, and there are clear measures that should be taken by Government, Ofsted, schools, and teachers to lessen this burden
2. **Planning is critical and underpins effective teaching**, playing an important role in shaping students’ understanding and progression
3. There is a key distinction between the daily lesson plan and lesson planning. Too often, ‘planning’ refers to the production of daily written lesson plans which function as proxy evidence for an accountability ‘paper trail’ rather than the process of **effective planning for pupil progress and attainment.**
4. Creating detailed plans can become a ‘box-ticking’ exercise and create unnecessary workload for teachers, taking time away from the real business of planning, whilst offering ‘false comfort’ of purpose. These burdensome and unhelpful practices have arisen due to the real and perceived demands made by Government and Ofsted, and how school leaders and teachers have reacted to them.

**Key points:**

**A: Planning a sequence of lessons is more important than writing individual lesson plans**

* Lesson planning is a thinking process, at the heart of teaching.
* Where written lesson plans are deemed appropriate, their purpose and audience should be made very clear: the fundamental purpose of planning is to support effective teaching in the classroom, not to satisfy external audiences.
* They can provide a useful tool for professional discussion – for example between a teacher and a subject head or head of phase (or *in this case the class teacher or mentor*) – to help understand and explain teaching decisions but should not be seen as an end in themselves.

**B: Planning should not be done simply to please outside organisations**

* The requirement to produce detailed lessons plans is often linked to evidence gathering rather than teaching. This includes meeting standards to satisfy ITT requirements.
* The arguments to continue with detailed lesson plans need therefore to be made on a pedagogical basis.
* **There are clearly good reasons for requiring trainees to demonstrate their planning in a way that would not be appropriate for more experienced teachers**. ITT providers should therefore concentrate on the purpose of planning, how to plan for the specific conceptual demands of a subject over time and how to identify the best resources to use.

**C: Effective planning makes use of high quality resources**

* High quality resources support good teaching but too much time is spent trawling for resources. Planning should start from the curriculum to be taught not the activities – what is being taught today, not ‘what are we doing today’ – and high quality resources can aid this.

**Summary recommendations from the report:**

* Teachers should engage in collaborative planning to develop their skills and knowledge, to share their expertise, and to benefit from the expertise of their peers
* ITT providers should review their demands on trainee teachers and concentrate on the purpose of planning and how to plan across a sequence of lessons.

**In response to the review, the following advice and recommendations are made to York St John student teachers and their class teachers and mentors:**

1. Student teachers should plan to develop effective sequences of lessons throughout their school placement that ensure coverage, identify what needs to be taught over the sequence of lessons, and support pupil progress by building content and conceptual knowledge over time.
2. Student teachers should construct an overview of their curriculum responsibilities during each school experience and how each subject for which they are responsible will develop over the duration of the school experience.
3. All planning must take into account the key elements identified in the table on pages 35 and 36
4. A lesson plan should be produced for **every** lesson to be taught that demonstrates the following:
* That the planning will be used to support effective teaching and learning, with the main focus being on pupil learning and progress.
* That the planning starts from the curriculum to be taught not the activities -what is being taught today, not ‘what are we doing today’.
* That the student teacher is using the best planning tool to suit the particular demands of the subject or age group being taught and makes reference to the planning guidance found within this document.
* That the student teacher is choosing the best format for their working plans to suit their level of confidence, experience and preference, agreeing the rationale for this choice with their class teacher or mentor.
* That all planning takes into account the key elements identified in the table on pages 35 and 36, but is not overly detailed (i.e. the planning should be used as working document not a tool to gather evidence).
* That the purpose and audience is made cleardemonstrating a secure understanding of what effective teaching and pupil understanding looks like.
* That there is regular reflection on what impact the teaching is having on pupils’ progress.
* That there is regular tracking and recording of the impact on pupil progress.
1. Where possible, mentors and class teachers should support student teachers in the planning process, sharing their expertise and knowledge of what works in the primary classroom.
2. Where there are effective schemes of work and/ or resources in place, student teachers should be supported to access these and use and adapt them as necessary to meet the classroom context and the particular learning needs of the pupils.
3. The planning should be used to support professional discussion which focuses on the outcomes for pupils. This will inform the setting of targets to support student teacher’s progress towards meeting the Teachers’ Standards.

**As Hattie argues,**

**‘Planning can be done in many ways, but the most powerful is when teachers work together to develop plans, develop common understandings of what is worth teaching, collaborate on understanding their beliefs of challenge and progress, and work together to evaluate the impact of their planning on student outcome’.**

 **Hattie J (2012) Visible Learning for Teachers, Maximising Impact on Learning. (Pages 67-74**)

Each school is unique, and it is important in preparation for school experience to understand the significant features of the different schools in which you will be placed.

At a macro level, there are 3 key areas:

1. **The context of the school.**
2. **The organisation and management of the class.**
3. **Children’s prior learning.**

**1. The context of the school**

You need to access and gather information using the following table, making notes where there are significant issues which have implications for your practice. These enquiries **MUST** be completed and the notes placed in your planning and evidence file prior to your block experience.

Consider the following areas, noting in particular any implications these may have on your teaching.

|  |
| --- |
| Any policies from the school should be returned**. It is not necessary or appropriate to take photocopies of all documentation.** |
| **The school and its environment** |
| School and classroom plans |
| School buildings and resources |
| The main classroom and resources |
| The catchment area |
| The school’s links with parents and community |
| The local environment, services and resources |
| Style and use of displays |
| **The organisation and management of the school** |
| List of relevant staff and their responsibilities |
| Other adults in the school who work with the children |
| Staff meetings |
| Parents’ evenings and other communication with parents |
| Timetabling |
| Year groupings |
| Links with outside agencies e.g. support services, etc. |
| Lunchtime and playtime routines |
| Policy documents * Health & Safety and COVID-19 procedures
* Behaviour management
* Collective worship
* Inclusion
* Safeguarding
 |
|
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|
|
|
| **The curriculum** |
| Policy and planning documents for the following areas: |
| Curriculum 2014/Early Learning Goals |
| RE |
| PSHE and Citizenship |
| Teaching and learning (including handwriting and spelling) |
| monitoring, assessment, recording, marking and reporting  |

**2. The organisation and management of the class**

In addition to finding out about the significant features of the school context in which you are to be working, you need to look closely at the organisation and management of the class. Consider and make notes on the following areas, including any implications these may have on your teaching:

* Possible home/community influences.
* Class management and behaviour strategies.
* Classroom support e.g. nursery nurses, teaching assistants, parent helpers.
* Classroom organisation and routines.
* Teaching and learning styles.
* Organisation and use of resources.
* Organisation and use of new technologies.
* How and why the children are grouped for different curriculum areas.
* General characteristics of the class e.g. children with additional needs, including the very able and those eligible for Pupil Premium.

An example: ‘*The children are seated formally, in rows, as there have been some behaviour problems in the class. However, the teacher will support me in rearranging the format so that I can do group tasks. Be conscious of any impact on behaviour*’.

**3. Children’s prior learning**

“If I had to reduce all educational psychology to just one principle I would say this ….. the most important single factor influencing learning is what the children already know. Ascertain this and teach … accordingly.’

 (Ausubel, 1968)

To plan and teach effectively it is necessary to start from where the children are. The pro forma on the following page should be used for each area of learning / aspect of the curriculum to be covered. Under the heading ‘Key ideas and concepts already covered’ should be a detailed overview of the range of experience and competence in the class, as well as the source of the information.

Possible sources of information are:

* Discussion with the class teacher.
* Documentation from early learning goals, National Curriculum 2014, etc.
* The school’s medium term planning.
* Questioning and observing children.
* Individual Provision Maps (IPMs).

**CHILDREN’S PRIOR LEARNING**

## Curriculum Area: ………………………..

What do the children know and understand already?

|  |  |
| --- | --- |
| **Key ideas and concepts already covered -** relating to new topic and to pupils’ assessed levels of attainment | **Source of your information** |
|  |  |

**Continuous provision area plan for EYFS**

(To be completed for each provision/workshop area prior to the start of the placement)

|  |  |
| --- | --- |
| **Inventory** (list all resources currently available) | **Observed behaviours** (during preparation day visits) |
|  |  |

**Finding out about new technologies (ICT) in your placement school**

|  |  |
| --- | --- |
| **Question** | **Answer/comments** |
| How will I log into the system? (e.g. ‘student1’ or ‘your.name’ ) |  |
| What computers are available for the class to use? (e.g. new technologies [ICT] suite / laptops / iPads) |  |
| Which type of interactive whiteboard is used in the class? Which software (e.g. Smart Notebook, Promethean ActivInspire) |  |
| How are children usually organised when new technologies are used (e.g. 1 computer between 2; half class does ICT at a time; children have free access as appropriate) |  |
| Is there a booking system to use these computers and how do I book them? |  |
| What other equipment are available e.g. video cameras, digital cameras, programmable toys, data loggers,i-pads,tablets, headsets with microphones? |  |
| Is there a booking system to use this equipment and how do I book it? |  |
| Where can I save files on the network to make them available to pupils? |  |
| Does the class use a virtual learning environment? How can I log on? |  |
| What kinds of VLE activities are children involved in? How can I contribute to this? |  |
| What e-safety information do I need to be aware of immediately? (e.g. logging off register systems after use) |  |
| Where can I find the school’s e-safety policy? (**Need to read and sign this in first 3 days of placement**).  | Circle YES to indicate you have read and signed it and noted relevant parts YES/NO |
| Can I install free software from the internet onto school computers if appropriate (e.g. Microsoft Photo Story)? Who do I need to see about this? |  |
| What version of Office is available? Is it the same version throughout the school? (e.g. is it the same on laptops as in the ICT suite?). Will work I do at home be compatible with the system in school? |  |

|  |
| --- |
| What relevant software is available for the children to use? **To be completed as part of planning before main block** |
| **Software** | **Purpose** | **Do children currently have skills to use it for learning across the curriculum?** |
| E.g. Textease Branch | Branching database | *E.g. Children have used this in Y2 to identify minibeasts. Need to remind and teach how to create branching database for classification work in Y4 (pond dipping work)* |
|  |  |  |
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|  |  |  |
|  |  |  |

**SECTION 2: EARLY YEARS FOUNDATION STAGE CURRICULUM PLANNING**

 Early Years Foundation Stage settings have very varied approaches to planning, and in order for student teachers to work effectively in their setting, it is appropriate for them to use the planning approach and documents of the setting. Their planning should demonstrate an awareness of:

* Knowledge of the Early Years Foundation Stage curriculum and guidance.
* Understanding of how young children learn and of effective practice in the Early Years including the need to balance child-initiated and adult-initiated activities.
* The need to develop children’s positive dispositions and attitudes to learning.
* The management and enhancement of continuous provision areas and resources available to support learning in the areas.
* The impact of their daily reflections including monitoring, observation and assessment on planning and learning for groups and individuals, including those learners with special educational needs and disabilities (SEND) or for whom English is an additional language (EAL).
* The management and deployment of other adults (e.g. indoors / outdoors) and the organisation of daily routines.
* The importance of forming positive relationships with children, staff and parents/carers.
* Key events during the block (e.g. seasonal or whole school events, visits and visitors).

**MENTORS** – please bear these points in mind when completing appraisals of the student teacher.

**STUDENT TEACHERS** – please bear these points in mind when completing your reflective learning journals. Student teachers may use the planning format used by the setting. However, if mentors prefer, student teachers can use the examples of planning pro forma on the following pages and the Phonics Weekly Plan in the KS1 and KS2 section of this document.

Where planning is largely based on children’s own interests and practitioners’ daily reflections on learning, it is essential that this is documented in detail by student teachers.

**EYFS SE planning checklist**

The student teacher should have:

* Developed an understanding of the provision areas and available resources within the setting.
* Developed an understanding of the daily and weekly routines of the setting and their role within this.
* Taken account of special events taking place during the block.
* Planned possible ways of developing and enhancing provision areas in response to pupils’ interests and needs.
* Developed an understanding of children’s stages of development through careful observation.
* Developed an understanding of children’s interests and preoccupations through careful observation.
* Planned for learning across prime and specific areas of development.
* Planned exciting and motivating focused activities, carefully matched to the children’s stages of development and interests.

**FOR ADDITIONAL GUIDANCE, PLEASE REFER TO THE MOST RECENT VERSIONS OF CURRENT NATIONAL DOCUMENTATION AND GUIDANCE ON EARLY YEARS FOUNDATION STAGE PRACTICE**

# 1. Principles underpinning planning

## The Early Years Foundation Stage is a statutory and distinct phase that recognises a crucial stage in life for physical, intellectual, emotional and social wellbeing and is not merely a preparation for later schooling.

Children begin the Early Years Foundation Stage at birth as well motivated learners, full of curiosity about the world in which they live.

In order for them to maintain this motivation when accessing Early Years provision between the ages of 3 and 5 years, they need a curriculum that is based on play, exploration and talk and which provides them with opportunities to represent their experiences in a variety of ways.

To maximise each child’s learning opportunities, a broad and balanced range of experiences should be offered which should enable the child to progress towards, and for some children beyond, the Early Learning Goals.

Curriculum planning needs to reflect the importance of:

1. Understanding how children develop and learn.
2. The environment and the potential for learning within it.
3. The interests and needs of individual children.
4. Building on children’s previous experiences.
5. Recognising that children learn at different rates and should have the opportunity to have some control over the pace and focus of their learning.
6. Being flexible and responding to new learning possibilities as they emerge.
7. The skills, attitudes, knowledge and understanding that underpin a broad and balanced curriculum.
8. The involvement of children and adults, including parents/carers in the learning process.

**1.1 The content of the curriculum**

Within each Early Years setting, practitioners make decisions about what they want children to learn in order to build on and extend the children’s knowledge, experiences, interests and skills.

The most recent Early Years Foundation Stage document identifies clear principles which underpin the Early Years Foundation Stage. It gives guidance on how to support children’s development towards achieving the Early Learning Goals.

The curriculum for the Early Years Foundation Stage should underpin all future learning by supporting, fostering, promoting and developing children’s learning in seven areas:

**Prime**

* communication and language
* physical development
* personal, social and emotional development

**Specific**

* literacy
* understanding the world
* mathematics
* expressive arts and design

Prime areas take precedence over specific ones.

When planning, practitioners must ensure they provide a broad and balanced curriculum covering all seven areas but with a particular emphasis upon personal, social and emotional development.

**1.2 Key elements**

## Knowledge

## Remembering facts is easier if children are not only supported by experience but their learning is linked to previous knowledge and understanding.

Understanding

This is demonstrated by the children’s ability to classify, organise and apply knowledge and by their ability to predict.

## Skills

These are best learned through first-hand experience, opportunities and activities which are reviewed as worthwhile by both children and teachers. They include social skills, in particular the ability to co-operate and work harmoniously alongside and with each other, and attention skills, including the capacity to concentrate on their own play or on group tasks.

**Attitudes and learning dispositions**

Children’s attitudes such as respect, tolerance, curiosity and self-discipline are fostered and learned through both the informal and formal curriculum and through the general life and ethos within a setting. They should be encouraged to develop positive attitudes and dispositions towards their learning in particular, an enthusiasm for knowledge and learning and a confidence in their ability to be successful learners.

# 1.3 The importance of play

Young children are naturally inquisitive and develop and acquire skills and knowledge, not just by being told about things, but by experiencing them and by actively exploring and using their senses.

The Early Years Foundation Stage document explicitly acknowledges the importance of well-planned play, both indoors and outdoors, as a key way in which young children learn with enjoyment and challenge. It also recognises that, if learning through play is to support and extend children’s thinking and development, the role of the practitioner is crucial in relation to four aspects:

1. Planning and resourcing a stimulating and challenging environment.
2. Extending and supporting children’s spontaneous play.
3. Supporting children’s learning through planned play activity.
4. Extending and developing children’s language and communication in their play through sensitive interaction.

**1.4 Planning for continuous provision through high quality indoor and outdoor learning environments**

When you enter an Early Years Foundation Stage setting, you will usually find that it is set out in areas of provision. In this form of organisation, resources are arranged in areas which are freely accessible to children. This is termed ‘continuous provision’ and creates a framework which gives structure and coherence to the curriculum over the long term. It should ensure that all aspects of learning can be accessed. This gives children opportunities to revisit all aspects of learning regularly and frequently.

The practitioner’s organisation within the setting should not constrain the child who should be able to make creative use of any resources. For young children to develop independence and become autonomous learners they need opportunities to take responsibility for their own learning and gain a sense of power and control over their lives.

The provision areas commonly found include:

Books Paint

Construction Physical activity

Dramatic/ imaginative play Sand (dry)

Fabric technology Sand (wet)

Food Scrap/ junk modelling

Large construction/ blocks Small world play

Mark making Sound/ music

Natural/man made materials Water

The outdoor environment is an essential part of the Early Years Foundation Stage and should mirror the indoor environment whilst enabling children to be challenged and stimulated by the additional space and sensory opportunities afforded by an outdoor environment. It provides particular opportunities for gross motor development and activities which can be developed on a larger scale.

Planning takes continuous provision as its starting point. It requires practitioners to analyse, in relation to the Early Learning Goals, the key learning opportunities within each area.

The purpose of long-term planning of continuous provision is to produce a broad framework which helps practitioners to:

* Identify the learning opportunities offered by each area of provision.
* Identify the resources and the organisation of these resources to support the intended learning opportunities.
* Identify the key experiences that children may have when playing in the areas.
* Recognise the importance of the adult role and the quality interaction needed to support and develop children’s thinking.

**1.5 Planning for enhanced provision**

As a student teacher, you will be involved in enhancing the continuous provision made for children within your placement setting. Enhancement will involve a consideration of how you feel a change in the provision may result in promoting the children’s learning as a result of your observations of and discussions with children. Enhancement may be through resource stimulus and interactive display, the introduction of new ideas and resources, role modelling or setting a clear framework for exploration.

In the Early Years Foundation Stage the enhancement of provision equates to medium term planning. Depending on the type of setting, the age of the children and the philosophy of the practitioners, the time span of a medium term plan can vary from a few days to half a term.

**Areas of provision**

To maintain an appropriately stimulating environment there may be a need to change one or more areas of provision to reflect the children’s interests.

This need for change may be the result of:

* Seasonal events or festivals.
* Themes or topics drawn from long term plans.
* The need to support a specific focus of interest e.g. water, such as floating and sinking, role

 play, such as hospital, superhero, etc.

* Interactive displays.
* Supporting learning in the outdoor area e.g. linked to children’s interests, work indoors, or a particular area of development such as mathematics.

Changes to areas of provision may also be as a result of the analysis of observations about how a particular area is being used by the children.

* It may involve the reorganisation of resources, the addition of materials or the removal of materials.
* It should stimulate children’s response to their environment.
* It may include additional stimuli such as displays, visits and visitors.

**Focused activities through discussion and group activities, visits and visitors**

There will be occasions when opportunities for adult directed activities such as visits or visitors can provide particularly rich opportunities for focused activities.

**Focused activities through leading discussion, directing involvement and focusing activity**

Where a practitioner plans to stay and work alongside an individual or group they will have precise learning objectives. By being alongside the learner(s), the practitioner is able to demonstrate, explain, question and challenge in ways that will ensure learning is appropriately supported and differentiated.

**Adult interaction through child observation, sensitive involvement, supportive intervention**

Children need the opportunity to make sense of their world in their own way, pursuing their current pre-occupation and interests. In order to intervene in a sensitive and supportive manner, practitioners need to observe the children’s play behaviours across areas of provision. Sometimes these observations will be at a distance so that the child is unaware of the adult. On other occasions observations will be made as part of child/adult interaction.

**Planning the use of adult time**

It is important that practitioners plan time to observe and interact with children in all these ways.

As most settings will have more than one practitioner, it needs to be clear where and how each practitioner will spend their time in a weekly plan that will be shared with the Early Years team.

### AN OVERVIEW OF PLANNING

 **CURRICULUM PROVISION** **ADULT INTERACTION TO MEET CHILDREN’S NEEDS**

**FOCUSSED ACTIVITIES**

**Curriculum through focussed**

**discussion and group activities,**

**visits and visitors**

**FOCUSSED ACTIVITIES**

**Leading discussion, directing**

**involvement and focusing activity**

**ENHANCED PROVISION**

**Introducing new ideas and resources,**

**role modelling possibilities,**

**setting a clear framework for exploration**

**ENHANCED PROVISION**

**Curriculum through resource stimulus,**

**interactive display**

**CONTINUOUS PROVISION**

**Child observation, sensitive involvement,**

**supportive intervention**

**CONTINUOUS PROVISION**

**Curriculum through high quality indoor and**

**outdoor learning environment**

 **Starting Point**

**Planning for the Early Years Foundation Stage**

# Step 1

# Getting to know the children and their learning environment

* Discuss with teacher any long-term plans.
* Become familiar with teacher’s specific intentions during the SE block.
* Complete an **‘Overview of key events, curricular intentions and resources’** sheet

Outline key learning intentions for the block experience to ensure children’s interests/needs are met, curriculum areas are covered and children have the opportunity to make progress.

* Identify all continuous provision.
* Look at children’s engagement in areas of provision.
* Complete a plan for each **continuous provision area** (school format may be used).

# Step 2: Weekly Planning

* Each week discuss and complete ‘**Weekly Overview’** sheet (school format may be used).

Information should include a detailed outline of the curriculum, children’s interests/needs, specific stimuli, assemblies, planned adult observations, teaching, PPA, and CPD time. Include plans for other practitioners.

* Complete a **‘Phonics Weekly Plan’** where appropriate to the setting.

# Step 3: Daily Planning Cycle

* Include a plan for any provision area you intend to enhance. This should identify changes based on information from the analysis of observations about children’s learning and the demands of the theme/topic.
* Each day complete a ‘**Daily Reflective Planning**’ sheet based on observations of children, considering the next steps i.e. the enhancement of provision, small group focus, or large group focus.
* Plan to spend time modelling, questioning, engaging in sustained shared thinking, playing alongside, observing.
* Complete a ‘**Small group focus**’ sheet when a few children have a specific need or interest in common or when there may be a planned curriculum input which is best carried out in small groups. Include completed **TA link sheet**.
* Student teachers should provide evidence of how they plan to **enhance or create new or temporary provision areas** and record any changes made.
* Complete a ‘**Large group focus**’ sheet when there is a specific teaching need for the whole class, e.g. PE, music, story time (may be differentiated).Include completed **TA link sheet**

 differentiated).

# Step 4: Weekly Evaluations

## Review and evaluate the week in terms of your practice and the impact on the children’s learning.

## Annotate the ‘Overview of key events, curricular intentions and resources’ sheet in consultation with your teacher

* Reflect on your own learning in order to improve your classroom practice.
* Complete the weekly reflection sheet.

**\*THE SCHOOL PLANNING PRO FORMA MAY BE USED IF APPROPRIATE AND SUITABLE.**

**Early Years Foundation Stage: Overview of key events, curricular intentions and resources**

Age group Number in class Theme or topic

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **PRIME** | **SPECIFIC** |
| areaweek/date | Cross curricular/ topic (including seasonal changes, festivals etc) | Communication & Language | Physical | Personal, Social & Emotional | Literacy | Understanding the World | Mathematics | Expressive Arts & Design |
| week 1 |  |  |  |  |  |  |  |  |
| week 2  |  |  |  |  |  |  |  |  |
| week 3  |  |  |  |  |  |  |  |  |
| week 4  |  |  |  |  |  |  |  |  |
| week 5  |  |  |  |  |  |  |  |  |

 **Early Years Foundation Stage: Overview of key events, curricular intentions and resources**

Indicate age group / age range / number in class / full or half time / theme or topic (where there is more than one, identify order)

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **PRIME** | **SPECIFIC** |
| areaweek/date | Cross curricular/ topic (including seasonal changes, festivals etc) | Communication & Language | Physical | Personal, Social & Emotional | Literacy | Understanding the World | Mathematics | Expressive Arts & Design |
| week 1 |  | **For each area of learning, record key intended learning outcomes, significant resources if appropriate, experiences and any stimulus you intend to provide. Where any of these are cross curricular or theme based you may want to record them in the first column, perhaps making that column bigger. Where your plans cut across areas of learning you may choose to record under the most significant area. Remember that planning may need to be changed in response to children’s learning and current interests.** |  |  |  |  |  |  |
| week 2  |  |  |  |  |  |  |  |  |
| week 3  |  | **Use the sheet to consider your planning as a whole – looking for balance, considering the children’s experience across weeks, planning resources, visits and visitors in good time, looking for the week’s highlights.** |  |  |  |  |  |  |
| week 4  | **At the end of the week, use the sheet to review progress and record intentions for the following week. There is no need to re-do the sheet when changes occur: just annotate your original sheet to indicate what changes or additions have/are to be made. It is suggested that you make boxes big enough to allow for clear annotation. This will be easier if you use an A3 or double A4 sheet version.** | At the end of the week use the sheet to review progress and record intentions for the following week. There is no need to re-do the sheet when changes occur just annotate your original sheet to indicate what changes or additions have/are to be made. It is suggested that you make boxes big enough to allow for clear annotation, this will be easier if you use an A3 or double A4 sheet version. |  |  |  |  |  |  |
| week 5  |  |  |  |  |  |  |  |  |

**Weekly Overview**  Week beginning FS(1/2)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **day/date** | **staff** | **8:30 -9:00** | **9:00-12:00** | **lunch** | **1:00-3:15** | **3:15-4:00** |
| **Monday** |  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Thursday** |  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Friday** |  |  |  |  |  |  |
|  |  |  |  |  |  |

**Weekly overview**  Week beginning FS(1/2)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **day/date** | **staff** | **8:30 -9:00** | **9:00-12:00** | **lunch** | **1:00 – 3:15** | **3:15-4:00** |
| **Monday** | You  | Pre-session tasks including team meetings | **Key** activities for each member of staff are noted – details will be on the daily planning. |  | Session times will vary in F1 and F2 and across schools | Post session tasks including assessment and planning |
| Other adult |  |  |  |  |  |
| **Tuesday** |  |  | **Daily activities will include time to be spent working with children on their self-initiated or managed play, planned observation, assessment activities, focused teaching input with large and small groups, whole school activities such as assembly and visits/visitors** |  |
|  |  |  |
| **Wednesday** |  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Thursday** |  |  |  |  | **Time should be blocked off for your half day PPA activity**. |  |
|  |  |  |  |  |  |
| **Friday** |  |  | **Time when you are in a supporting role should be noted e.g. work with a specific group** |  | **Plans for the use of non-teaching time should be noted e.g. observe year 2 PE** |  |
|  |  |  |  |  |  |

**Phonics Weekly Plan** Date ……………..

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Day** | **Daily Objective** | **Revisit/Review** | **Teach** | **Practise** | **Apply** | **Resources**  | **Evaluation**  |
| M |  |  |  |  |  |  |  |
| Tu |  |  |  |  |  |  |  |
| W |  |  |  |  |  |  |  |
| Th |  |  |  |  |  |  |  |
| F |  |  |  |  |  |  |  |

|  |
| --- |
| **Review of week and ways forward** |

* + Phonics lessons may be taught discretely or within the main literacy lesson.
	+ Phonics weekly plan must be used for planning Phase Two - Phase Six (Letters and Sounds) and may be used for Phase One if

 appropriate.

* + For assessment, highlight objectives: red - not achieved; yellow - partially achieved; green - achieved by majority.

|  |  |
| --- | --- |
| **EYFS Daily Reflective Planning Sheet** | **Name:** |
| **TODAY Date:** | **TOMORROW Date:** |
| **Summary from observations, analysis and feedback from children and other practitioners. What does it tell me?** | **Planning Next Steps. What action will I take? What next?** |
| **Group****Individual** | **What am I going to do? (organisation / intervention)****Environment****Group****Individual** |
| **Next steps****Group****Individual** | **From weekly plan** |

**This is the assessment/planning/teaching cycle**

**Collect all observations and file behind this pro forma prior to completing it**

|  |  |
| --- | --- |
| **EYFS Daily Reflective Planning Sheet** | **Name:** |
| **TODAY Date:** | **TOMORROW Date:** |
| **Summary from observations, analysis and feedback from children and other practitioners. What does it tell me?** | **Planning next steps. What action will I take? What next?** |
| **Group:** complete at end of day – links with assessment – what have you observed?**1. This is a summary from the analysis of all formal and informal observations made across the day and feedback. The summary is a judgement about children’s significant learning, individual or small groups. You may complete this box with your team.****Individual** | **What am I going to do? (organisation/intervention)****Environment:** how will I implement decisions?**3. This section indicates the action to be taken in order to offer new learning experiences and identify target children. It will also include changes to the learning environment, resources and planning for adults.** **Identify how you will support children’s learning in this area. Think about modelling, questioning, engaging in sustained shared thinking, playing alongside, observing and adult focus activity.****Group****Individual** |
| **Next steps****Decisions:****Group****2. From the summary, decisions are made about what learning experiences the children need next.** **Individual** | **From weekly plan: look at weekly plan****4. This section includes any specific teaching/ learning/stimulus from the weekly overview, which you intend to take place in addition to the above section.**  |

**Small Group Focus Sheet for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ FS (1/2)**

**Practitioner \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_ Time: \_\_\_ to \_\_\_\_**

|  |
| --- |
| **Key Learning Intention** (area of development DMs/ELGs)**:** |
| **Success criteria/observable behaviour: (planned observations to be recorded)** |
| **Activity** |
| **Resources, including plans for other adults** | **Vocabulary** |
| Remember key questions and scaffolding learning.**Beginning ( \_\_\_\_minutes)****Middle ( \_\_\_\_minutes)****End ( \_\_\_\_minutes)**  |
| **Evaluate Learning**Successes/significant achievements/how it could be improved/why? |

Record observations on chosen pro forma and note significant observations on daily reflections sheet – adults other than student teacher may wish to complete this section as informal feedback

**Small Group Focus Sheet for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ FS (1/2)**

**Practitioner \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_ Time: \_\_\_ to \_\_\_\_**

|  |
| --- |
| **Key Learning Intention** (area of development DMs/ELGs)**:****What you want the children to learn/experience?** |
| **Success criteria/observable behaviour: (planned observations to be recorded)****How will you know the children have learned? What will you be looking for? Assessment?** |
| **Activity** |
| **Resources, including plans for other adults****What equipment/materials will you need to prepare beforehand? How will you make best use of other adults?**  | **Vocabulary****What words do you want to emphasise/want the children to use?** |
| Remember key questions and scaffolding learning. **List the questions you want to ask.****Beginning ( \_\_\_\_minutes)****How are you going to share the learning objective / intention?** **Middle ( \_\_\_\_minutes)****Think about what the children will be doing – how they will be involved. Plan for different learning styles****End ( \_\_\_\_minutes)** **How are you going to end the session?** **How are you planning to check learning?** |
| **Evaluate Learning**Successes/significant achievements/how it could be improved/why?**Relate to planned assessment/observations/next steps?** |

**Large Group Focus Sheet for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ FS (1/2)**

**Practitioner \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_ Time: \_\_\_ to \_\_\_\_**

|  |
| --- |
| **Key Learning Intention** (area of development DMs/ELGs)**:** |
| **Success criteria/observable behaviour:** |
| **Activity/differentiation/special considerations** |
| **Resources, including plans for other adults** | **Vocabulary** |
| Remember key questions and scaffolding learning.**Beginning ( \_\_\_\_minutes)****Middle ( \_\_\_\_minutes)****End ( \_\_\_\_minutes)** |
| **Evaluate Learning**Successes/significant achievements/how it could be improved/why? |

Record observations on chosen pro forma and note significant observations on daily reflections sheet – adults other than student teacher may wish to complete this section as informal feedback

**Large Group Focus Sheet for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ FS (1/2)**

**Practitioner \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_ Time: \_\_\_ to \_\_\_\_**

|  |
| --- |
| **Key Learning Intention** (area of development DMs/ELGs)**:****What you want the children to learn/experience?** |
| **Success criteria/observable behaviour:****How will you know the children have learned? What will you be looking for?** |
| **Activity/differentiation/special considerations****Do you need to plan different levels of activity for specific children?** |
| **Resources, including plans for other adults****What equipment/ materials will you need to prepare beforehand? How will you make best use of other adults?**  | **Vocabulary****What words do you want to emphasise/want the children to use?** |
| Remember key questions and scaffolding learning.**List the questions you want to ask and who you want to question****Beginning ( \_\_\_\_minutes)****How are you going to share the learning objective/intention?** **Middle ( \_\_\_\_minutes)****Think about what the children will be doing – how they will be involved.** **Plan for different learning styles****End ( \_\_\_\_minutes)****How are you going to end the session?** **How are you planning to check learning**? |
| **Evaluate Learning**Successes/significant achievements/how it could be improved/why?**Relate to planned assessment/observations/next steps?** |

Record observations on chosen pro forma and note significant observations on daily reflections sheet.

Adults other than student teacher may wish to complete this section as informal feedback

**Teacher Assistant Link Sheet**

|  |
| --- |
| **Key Learning Intentions / areas of development [DMs /ELGs]** |
| **Success criteria / observable behaviours** |
| **Vocabulary** |
| **Activities** |
| **Resources for your group** |
| **Further information about the activity** |
| **Things to observe:** |
| **Observations to feedback / discuss** |

 **Teacher Assistant Link Sheet**

 **Make sure you talk through your planning with the TA *before* the**

 **activity**

|  |
| --- |
| **Key Learning Intentions / areas of development [DMs /ELGs]****Relates to children’s learning objective on your session plan. Make sure it is clear to the TA & the children, eg. We are learning about …… We will know how to…** |
| **Success criteria / observable behaviours****How will the TA know that the children have met the key learning intentions**? |
| **Vocabulary****Be clear about the specific vocabulary you want the TA to model/expect the children to use.** |
| **Activities****Be clear about what the TA is going to do with the children.** **Include key targeted questions/key learning points.**  |
| **Resources for your group****Make sure that these are organised before the lesson and the TA knows where to get them from.** |
| **Further information about the activity****Anything specific / additional that is important for the TA to note e.g. SEN, friendship groups, personality clashes etc.** |
| **Things to observe:****Relate to success criteria / observable behaviour.** |
| **Observations to feedback / discuss****What will be the format of the recorded assessment e.g. group tracker or notes in this box which are useful in terms of assessment for learning / attitude / achievement of the children?** |

**GROUP TRACKING SHEET FOR RECORDING PUPIL ASSESSMENT Date: ………**

 **TYPE OF ASSESSMENT:**

Formative or summative e.g. targeted questioning, marking, observation, test, level of independence.

|  |  |
| --- | --- |
| **Learning objective:** | **Success criteria:** |

**Highlight the names of pupils who have:**

|  |  |  |
| --- | --- | --- |
| **Not achieved objectives** (note significant reasons) | list of names | **Exceeded objectives** (note significant reasons) |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **Action required** |  | **Action required** |

**SECTION 3: KEY STAGE 1 AND KEY STAGE 2 PLANNING**

**School Experience Overview**

* The school’s **long term plans** provide a complete overview of the whole curriculum for the school and for each year group. Normally, they show how the school intends to ensure coverage for each subject and identify clear routes for continuity and progression. This gives evidence of the school’s compliance with statutory requirements. They may take a range of formats. **It is assumed that these are in place and accessible to all student teachers on school experience.**
* **Medium term planning may take a variety of forms such as thematic, skills based or ‘creative curriculum’ planning** and schools usually devise theseplans on a half-termly basis. They are drawn directly from the long-term plans and take into account the National Curriculum 2014, RE Agreed Syllabus and schemes of work, as appropriate.

* It is likely that student teachers will use copies of the school’s medium term plans to establish their own **school experience medium term planning. They should construct an overview of their curriculum responsibilities during each school experience and how each subject for which they are responsible will develop over the duration of the school experience**.
* Student teachers may use school medium term planning pro forma / structures as long as these include all the elements identified on the University medium term pro forma:

- Number of weeks / sessions

- Length of sessions

- Learning objectives

- Success criteria (steps to learning)

- National Curriculum 2014 reference

- Teaching and learning activities

- Resource implications

- Assessment opportunities

* In practice medium term plans will entail:
	+ **English** and **Mathematics** - elements of the school plan student teachers are responsible for should be negotiated and highlighted on the school’s plan and then transferred onto medium term plans.
	+ **Foundation subjects** – every curriculum area listed on the school experience overview that the student teacher will be teaching should have a written medium term plan demonstrating the anticipated coverage across the school placement.
* The school experience overview is concerned with planned possibilities. They can and should be modified during the time in school.

**Guidance on Planning**

You need to consider carefully how you will ensure you plan effective lessons and sequences of lessons through which process you can think about the teaching and learning strategies you will employ and the resources you will need in order to meet all the children’s learning needs. Every lesson needs a clear and effective plan – it is the teacher’s rehearsal for the actual lesson which ensures that all elements have been thought through and included. Please refer to the information on page 4 for further guidance on the workload review.

**Lesson planning**: You **MUST** complete a session plan for every individual lesson you will teach. Not only will this ensure you are clear about the content and structure of the lesson, but it will help you gain evidence against some of the Teachers’ Standards.

* Students may devise their own format for planning **but must ensure they pay particular attention to the impact of their teaching on pupil progress.**
* Alternatively they may use the university pro forma (see pages 49-61) or the school’s model **but all planning must take into account the key elements identified in the table on pages 35 and 36**. Planning should identify what YOU (the student teacher) will be doing and saying throughout the lesson and what the CHILDREN will be doing and learning at different stages of the lesson.

You MUSTevaluate every lesson after you have taught and consider the following points:

**Evaluation of learning**: what was the impact of your teaching on the children’s learning? What comes next? AfL? AoL?

**Evaluation of teaching**: What went well and why? What could have been improved and how?

How will your evaluation inform your planning for the next lesson and your future practice?

Your evaluations are an important form of evidence of your reflection on the implications for your personal development and for target setting.

**Indicative guidance**

* It is the format not the focus of planning that should be variable.
* Student teachers need to be aware of the different planning requirements and expectation that may be required in different schools.
* Student teachers should not be asked to provide unnecessary detail in their planning, but should be in a position to demonstrate planning competency and the ability to consistently meet children’s individual learning needs and achieve progression for learners.
* Student teachers need to be able to plan thoroughly and rigorously so that they can adapt to any school environment and not just the ones they may train in.
* Student teachers need to be able to demonstrate their understanding of, and ability to track and record pupil progress which informs subsequent planning.
* Consideration needs to be given by student teachers to the integrated use of assessment data to inform planning, and to their management of assessment data.
* Close links should be made to ‘Assessment of Learning’ and ‘Assessment for Learning’ from the beginning of the programme with an increasing understanding and implementation, which impacts on pupil progress.

**Planning competency throughout the programme**

**Stage 1** (this would normally be equivalent to SE1 – the student teacher is able to demonstrate an ability initially to plan activities for groups of pupils and subsequently whole class lessons. In the first instance this will be achieved with support, then with increasing independence. Student teachers should be planning independently by the end of this experience.

**Stage 2** (this would normally be equivalent to SE2 - the student teacher is able to demonstrate an increasing ability to plan whole class lessons developing their effectiveness and autonomy and meeting all children’s individual learning needs. ***All student teachers should aim to be planning independently by the beginning of stage 2.***

**Stage 3** (this would normally be equivalent to SE3 – by the final school experience, the student teacher is able to plan independently with increasing effectiveness to consistently promote learning and progress for all pupils and to consistently meet the learning needs of all pupils.

***However, this is only indicative guidance and it should be noted that student teachers may well demonstrate competence at each level at an earlier point in their training.***

**Please note:**

**Your planning and evaluations will be used in the weekly progression meetings with your mentor to support discussion and target setting, and to help inform both the formative judgements made throughout your placement, and the summative judgments made at the end of your programme against the Teachers’ Standards.**

|  |  |  |
| --- | --- | --- |
|  | Key elements of effective planning  | Have you thought about....  |
| **Stage 1** | * Learning Objectives / learning intentions / ‘will the learning stick?’(active learning)
 | * What you want the children to learn and why?
* How you will make the learning real and relevant?
 |
| * Success criteria / lesson outcomes
 | * What success will look like for children at all levels of learning?
* How you and they will know what they have learnt?
 |
| * Prior learning
 | * What they have learned previously? How you will know where to start (prior learning)?
 |
| * Learning activities and their match to the learners’ needs (differentiation)
 | * How the children and the classroom will be organised?
* How they will learn?
* How you will introduce it? The hook!
* How the children will be engaged in their learning?
* How you will structure the lesson?
* How you will meet individual learning needs? (Task? Resources? Grouping? Adult support? Outcome? )
 |
| * Classroom organisation / space in which the learning will take place
* Management of behaviour and behaviour for learning
 | * How the children and the classroom will be organised?
* Where they will learn?
* What considerations you will need to make for the management of behaviour/ behaviour for learning? General? Specific?
 |
| * Resources
* Role of other adults
 | * What you will need to have available, including new technologies?
* How other adults will support this learning?
* How the needs of different learners will be supported, including pupils with SEND?
 |
| * Key vocabulary and key questions
 | * What the key vocabulary will be?
 |
| * Assessment opportunities / review of learning
 | * How you and the pupils will know what they have learnt?
 |
| * Evaluation / next steps
 | * How well the lesson achieved the outcome you were aiming for?
* What you will do next and why?
 |

|  |  |  |
| --- | --- | --- |
| **Stage 1 and 2 descriptors**  | * Assessment of progress
* Use of assessment data to inform planning and ensure appropriate levels of provision
 | * How you and they will know what they have learnt?
* What you will do next and why?
 |
| * Special considerations including provision for those children with additional needs
 | * How other adults will support this learning?
* How the needs of different learners will be supported?
* How the children and the classroom will be organised?
 |
| * Cross curricular links
 | * Are there any other areas of the curriculum that could be linked to the lesson?
 |
| * Possible misconceptions
 | * What might the possible misconceptions be?
 |
| * Evaluation / next steps (based on assessment of progress)
 | * How well the lesson achieved the outcome for ALL the children you were aiming for?
* What you will do next and why?
 |
| * Differentiation of learning activities and resources
 | * What success will look like for children at all levels of learning?
* How you and they will know what different groups have learnt?
* What resources will be used?
 |
| * Key vocabulary and concepts-the introduction and reinforcement of these
 | * What are the key concepts you want the children to learn?
 |
| **Stage 3** Remember you will need to evaluate every lesson after you have taught it considering the following points: **Evaluation of learning**: what was the impact of your teaching on the children’s learning? What comes next? AfL? AoL?**Evaluation of teaching**: What went well and why? What could have been improved and how? [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Drawing Tools tab to change the formatting of the pull quote text box.]You will need to evaluate every lesson after you have taught it considering the following points: **Evaluation of learning**: what was the impact of your teaching on the children’s learning? What comes next? AfL? AoL?**Evaluation of teaching**: What went well and why? What could have been improved and how? You will need to evaluate every lesson after you have taught it considering the following points: **Evaluation of learning**: what was the impact of your teaching on the children’s learning? What comes next? AfL? AoL?**Evaluation of teaching**: What went well and why? What could have been improved and how? [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Drawing Tools tab to change the formatting of the pull quote text box.][Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Drawing Tools tab to change the formatting of the pull quote text box.] | **Planning at level 3 should include all of the above elements and should demonstrate the student teacher’s ability to plan effectively and consistently, promoting learning and progress for all pupils and meeting the learning needs of all pupils. At this stage, the main focus of the planning should be on pupils’ learning.**You will need to evaluate every lesson after you have taught it considering the following points: **Evaluation of learning**: what was the impact of your teaching on the children’s learning? What comes next? AfL? AoL?**Evaluation of teaching**: What went well and why? What could have been improved and how? Your evaluations should inform your weekly reflections and your discussions and target setting with your mentor.  | * Have you planned to meet the learning needs of ALL the pupils?
* Have you plannedfor every eventuality?
* Have you planned to use AoL and AfL consistently to support sustained progress in pupils’ learning.
 |

Additional guidance:

 **Differentiation** is the process of matching of the teaching and learning activities to the learners’ capabilities in order to ensure that all pupils make progress.

There are many different ways of ensuring individual pupils’ learning needs are met, and differentiation can be achieved by for example:

* **Classroom organisation** **and grouping**: Used as a way of helping pupils to access knowledge, increase their understanding, develop concepts and practice skills. Sometimes setting the children to work in mixed ability groups can provide peer support.
* **Paired tasks:** Used as a way of helping pupils to self-assess, peer assess, target-set and practise skills.
* **Task:**  This might involve setting different tasks for pupils of different abilities. They may take into account learning style and/or intelligence type in order to allow pupils to access information and/or present their work according to their preferred way of learning.
* **Support**: This might mean giving more help to certain pupils within the group (including the use of other adults or providing particular resources).
* **Resources:**  This might mean providing different resources in order to allow pupils to access information at their own level.
* **Questioning:** May be usedin order to allow you to target your questions at specific pupils.
* **Outcome:** This might involve setting open-ended tasks and allowing pupil response at different levels.
* **Interest**: This might involve setting the task in a context which is meaningful to the children/ child.

Ideally, you should be using a range of differentiation techniques/ strategies to accommodate the different learning styles in the classroom. The best way to meet pupils’ different learning needs is to deliver the curriculum in a number of different ways; to differentiate the way skills, knowledge and concepts are delivered, as well as by presenting a range of tasks designed to support learning.

**Using other adults in the classroom effectively.**

**Learning objective**: Make sure the learning objective is clear to the TA & the children, e.g. “We are learning about ……”; “We will know how to…..”

**Success criteria**: Make sure the TA knows how the children will have met the learning objective.

**Vocabulary**: Be clear about the specific vocabulary you want the TA to model/expect the children to use.

**Activities:** Be clear about what the TA is going to do with the children. Include key targeted questions/key learning points.

**Resources:** Make sure that these are organised before the lesson and the TA knows where to get them from.

**Further information:**  Provide anything specific / additional that is important for the TA to note e.g. SEN, friendship groups, personality clashes etc.

**Assessment:** Think about the format of the recorded assessment. E.g. group tracker or notes which are useful in terms of assessment for learning / attitude /

 achievement of the children.

The process of planning should consider all these areas. This should not be seen as a hierarchical list.

KS1/2 OVERVIEW OF CURRICULUM COVERAGE DURING SCHOOL EXPERIENCE

 **Year group: Teacher: Student Teacher: Theme (if appropriate):**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **WEEK and date**  | **1** | **2** | **3** | **4** | **5** | **6** |
| **ENGLISH** |  |  |  |  |  |  |
| **MATHEMATICS** |  |  |  |  |  |  |
| **SCIENCE** |  |  |  |  |  |  |
| **DESIGN AND TECHNOLOGY** |  |  |  |  |  |  |
| **COMPUTING** |  |  |  |  |  |  |
| **HISTORY** |  |  |  |  |  |  |
| **GEOGRAPHY** |  |  |  |  |  |  |
| **ART AND DESIGN** |  |  |  |  |  |  |
| **MUSIC** |  |  |  |  |  |  |
| **RE** |  |  |  |  |  |  |
| **RELATIONSHIPS AND HEALTH EDUCATION/PSHE** |  |  |  |  |  |  |
| **ANCIENT AND MODERN** **LANGUAGES** |  |  |  |  |  |  |
| **PE** |  |  |  |  |  |  |
| **TOPIC** |  |  |  |  |  |  |

MEDIUM TERM PLAN FOR LEARNING: (Science, foundation subjects, RE and cross curricular)

 Curriculum area / theme: Year group: Number of weeks:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Number of week/sessions | Length of each session | Learning objectives | Success Criteria (***optional***) | Teaching and learningopportunities and activities | Resource needs / Implications |
|  |  |  |  |  |  |

MEDIUM TERM PLAN FOR LEARNING

(Science, foundation subjects, RE and cross-curricular)

Remember these come from the NC and the school’s long term plans.

Curriculum area/ theme: discuss with your teacher which areas you will be teaching. Year group:

Number of weeks: and how many sessions? Will you be teaching a whole unit or part of one or two? What is the teacher going to cover? What can you realistically cover in this time? What do the children already know? Clearly identify which subject areas are being covered if planning is thematic.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Number of week/sessions | Length of each session | Learning Objectives | Success Criteria (***optional***) | Teaching and LearningOpportunities and Activities | Resource needs /Implications |
| There may be more than one session in a week. Plan the number of sessions using the **SE overview** and think how these will follow on from each other.  | Check this – not always an hour – may be vary from week to week. What can you realistically fit into this time? | The learning objectives will be identified in the school’s medium term plan – use these. | Use the school’s learning objectives to think about the following: *How will you know that the children’s learning has progressed?**How will they know that they have achieved the learning objectives?**What are the learning steps?* *What behaviours are you expecting e.g. collaboration; independent work?* | Plan your own activities to meet the identified learning objectives – especially if it’s a published scheme. Do not stick to the activities listed, but extend it by thinking of your own activities which reflect your interests and experience. Bullet point here what you plan to do with the children, how they will learn and key activities – this will be expanded in your session plan.  | Use your contextual analysis – what space and resources are available? List the resources you will need for the activities e.g. maps, atlas, globe.Make sure you know where the resources are.Which people are available to help you – at the planning stage and during the lesson? This could include expert visitors.  |

**Literacy Medium Term Plan**

**STUDENT TEACHERS MAY USE THEIR OWN AGREED FORMAT OR THE SCHOOL FORMAT IF PREFERRED**

 **Year group: Number of weeks:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unit** | **Weeks + Dates** | **Texts** | **Learning objectives for:** **Speaking & Listening**  | **Learning objectives for:****Reading**  | **Learning objectives for:****Writing**  |
|  |  |  |  |  |  |
| **Outcome:** | **Assessment opportunities:** |
| **Cross Curricular links (cross ref. to each unit above as appropriate):** |

1. Start with age appropriate objectives.
2. Consider the children’s prior learning.
3. Unpick / adapt objectives and track across strands to meet the needs of the class.
4. Remember Assessment for Learning (AfL).
	1. Write out objectives in words on this plan (rather than generating numbers / codes).

MATHEMATICS MEDIUM TERM PLAN

**STUDENT TEACHERS MAY USE THEIR OWN AGREED FORMAT OR THE SCHOOL FORMAT IF PREFERRED**

 Year group: Number of weeks:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| NC ref/ obj  | Number of week/sessions | Length of each session | Learning objectives | Success Criteria (***optional***) | Teaching and learningopportunities and activities | Resource needs / Implications |
|  |  |  |  |  |  |  |

**Name ………………………….. KS1 & KS2 weekly timetable for w/b …………………**

***A TIMETABLE OF TEACHING MUST BE COMPLETED FOR EACH WEEK OF PLACEMENT AND KEPT IN YOUR TEACHING FILE***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Day/Date** | **Staff** | **Pre-session** | **Morning sessions** | **Lunch** | **Afternoon sessions** | **Post session** |
| **Monday** |  |  |  |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |  |  |
| **Thursday** |  |  |  |  |  |  |  |
| **Friday** |  |  |  |  |  |  |  |

**Name ………………………….. KS1 & KS2 weekly timetable for w/b …………………**

***A TIMETABLE OF TEACHING MUST BE COMPLETED FOR EACH WEEK OF PLACEMENT AND KEPT IN YOUR TEACHING FILE***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Day/Date** | **Staff** | **Pre-session** | **Morning sessions** | **Lunch** | **Afternoon sessions** | **Post session** |
| **Monday** | You plus other adult(s) | Pre-session tasks including team meetings | Include allocation of staff to groups | Ensure that you are aware of and record relevant outcomes of children’s involvement in intervention groups / withdrawal to other activities. |  |  |  | Post session tasks including assessment and planning |
| **Tuesday** |  |  |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |  |  |
| **Thursday** |  |  |  |  |  |  | \* Plans for the use of non-teaching time should be noted e.g. observe PE |
| **Friday** |  |  |  |  |  |  | \* Time should be blocked off for your half day PPA activity  |

**STUDENT TEACHERS MAY USE THEIR OWN AGREED FORMAT OR THE SCHOOL FORMAT IF PREFERRED**

**Literacy Unit / weekly plan** Week 1 2 3 4 *(circle)* Date …………………..

 **S&L focus Texts Cross-curricular links**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Day** | **Daily objective** | **Whole class learning** | **Whole class learning** | **Independent learning** | **Guided learning** | **Plenary** |
| M |  |  |  |  |  |  |
| Tu |  |  |  |  |  |  |
| W |  |  |  |  |  |  |
| Th |  |  |  |  |  |  |
| F |  |  |  |  |  |  |

* Whole class parts of the lesson may consist of phonics or spelling or sentence level work followed by shared reading or writing; merge these two columns across the

 broken line as appropriate.

* Phonics teaching may take place within or outside the main literacy lesson and should be planned using the **Phonics Weekly Plan**.
* Guided work should indicate which group/s you are working with and whether the focus is guided reading or guided writing.
* Multiple copies of the **Literacy Unit/weekly plan** should be used for units which last 2 or more weeks.
* For assessment, highlight objectives: red - not achieved; yellow - partially achieved; green - achieved by the majority.

**Phonics weekly plan: NAME: Year group:** Date ……………..

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Day** | **Daily objective** | **Revisit/review** | **Teach** | **Practise** | **Apply** | **Resources**  | **Evaluation**  |
| M |  |  |  |  |  |  |  |
| Tu |  |  |  |  |  |  |  |
| W |  |  |  |  |  |  |  |
| Th |  |  |  |  |  |  |  |
| F |  |  |  |  |  |  |  |

|  |
| --- |
| **Review of week and ways forward** |

* + Phonics lessons may be taught discretely or within the main Literacy lesson.
	+ Phonics weekly plan must be used for planning Phase Two - Phase Six (Letters and Sounds) and may be used for Phase One if appropriate.
	+ For assessment, highlight objectives: red - not achieved; yellow - partially achieved; green - achieved by majority.

Example 1: YORK ST.JOHN UNIVERSITY - SESSION PLAN (V1): Name: ……………………………

Date: ………………. Year group: …………….. No. of children: ………………… Subject: …………………… Time: …………………

|  |  |
| --- | --- |
| **LEARNING OBJECTIVE(S):** | **SUCCESS CRITERIA ( including consideration for AfL )**  |

|  |  |
| --- | --- |
| **PRIOR LEARNING** (What do the children already know? What NC level are they working at?) | **WHAT DO I NEED TO PREPARE/COLLECT BEFORE THE LESSON?** |
| **ARE OTHER ADULTS INVOLVED IN THE LESSON? (**Specify who, what they will be doing and how you will inform them of their role)***Who?******Doing what?*** |
| **USE OF new technologies [ICT]** (if appropriate) | **CROSS-CURRICULAR LINKS**  |
| **SPECIAL CONSIDERATIONS, INCLUDING HEALTH AND SAFETY, BEHAVIOURAL ISSUES, TIMETABLE ISSUES, ETC** |
| **KEY VOCABULARY /CONCEPTS**  |
| **ASSESSMENT FOR / OF LEARNING**: (e.g. Tracker sheets? Mini plenaries? Key questions?) |
| **Introduction /context****of the lesson** | **Time**  | **Introduction and progression of lesson including adult input/roles:** (What will you be doing?)*Explaining….Demonstrating….Modelling….Questioning…Observing…Discussing….Enabling….Target…etc.***and children’s learning:** ( What will the children be doing?) **(***Discussing…Investigating…Sharing…Watching…Noting…Writing….Listening…Responding…..**Explaining…Reading…Exploring…etc.)***Include timings, key questions, differentiation and extension activities** | **Resources**  |
|  |
| **Main Teaching input and differentiated learning activities**  |
|  |  |  |  |
| **Review of learning**  | Review against the success criteria (*Have we learnt what we planned to learn?)* Plenaries/ mini plenaries. Questions. Marking. Self-assessment. Peer review/ assessment. |
| **EVALUATION OF LEARNING:**What was the impact of your teaching on the children’s learning? What comes next? AfL? AoL?  | **EVALUATION OF TEACHING:**What went well and why?What could have been improved and how? |

Example 2: YORK ST JOHN UNIVERSITY - SESSION PLAN (V2)

Date: ………………. Year group: …………….. No. of children: ………………… Subject: …………………… Time: …………………

|  |  |  |
| --- | --- | --- |
| **YEAR GROUP:** | **NO. OF CHILDREN:** | **ORGANISATION OF CHILDREN:** |
| **SUBJECT/AREA OF LEARNING** (EYFS/NC) | **DATE:** | **SESSION BEGINS:****SESSION ENDS**: |
| **LEARNING OBJECTIVE(S):** | **SUCCESS CRITERIA (DIFFERENTIATED AS APPROPRIATE):** |

|  |
| --- |
| ASSESSMENT FOR / OF LEARNING: |
| **WHO** are you assessing? | **WHAT** are you assessing? | **HOW** are you assessing? | **WHEN** are you assessing? | **WHO** is making the assessments? |
| **PRIOR LEARNING** (What do the children already know? What NC level are they working at?) | **WHAT DO I NEED TO PREPARE/COLLECT BEFORE THE LESSON?** |
| **ORGANISATION OF OTHER ADULTS** (Specify who, what they will be doing and how you will inform them of their role)***Who?******Doing what?*** |
| **USE OF new technologies [ICT[** (if appropriate) | **CROSS-CURRICULAR LINKS**  |
| **SPECIAL CONSIDERATIONS, INCLUDING HEALTH AND SAFETY, BEHAVIOURAL ISSUES, TIMETABLE ISSUES, ETC** |

|  |  |
| --- | --- |
| **LEARNING OBJECTIVE** (in child friendly terms) | **KEY VOCABULARY** |
|  | **T****i****me** | **Children’s activities to meet learning objectives (differentiated where appropriate)**Discuss…Investigate…Share…Watch…Note…WriteListen…Respond….Explain…Read…Explore…etc. | **What will I say and do?** **How will I and other adults support, manage and assess learning? (including key questions)**Explain….Demonstrate….Model….Ask…Observe…Discuss….Enable….Target…etc. | **Resources** |
| **Introduction /context of the lesson** |  |  |  |  |
| **Main Teaching input** |  |  |  |  |
| **Activities** **Differentiated as appropriate including extension activities.** |  |  | **Focus groups:** Who will be working with which group? |  |
| **Plenary/ review of learning** |  |  |  |  |
| **EVALUATION OF LEARNING:**What was the impact of your teaching on the children’s learning? What comes next? AfL? AoL?  | **EVALUATION OF TEACHING:**What went well and why?What could have been improved and how? |

YORK ST JOHN UNIVERSITY - SESSION PLAN (V2) Guidance

This document should be written in a way that is useful and supports your teaching of the session e.g. use bullet points

|  |  |  |
| --- | --- | --- |
| **YEAR GROUP:** | **NO. OF CHILDREN:** | **ORGANISATION OF CHILDREN:****How are the children organised for different parts of the lesson? As whole class for introduction? In ability groups for main? In mixed ability groups? Where is the lesson/parts of the lesson to take place? (E.g. hall? outside?)** |
| **SUBJECT/AREA OF LEARNING** (EYFS/NC)**Name the subject & relate this to the programme of study/unit/medium term plans etc.** | **DATE:** | **SESSION BEGINS:****SESSION ENDS**: |
| **LEARNING OBJECTIVE(S):****What do you want the children to learn/know by the end of the lesson? Make sure it is an objective, not a task!** **The learning objective should be taken from the programme of study/relevant doc. and should be in ‘adult speak’ – doesn’t have to be a direct quote and can be part of the ‘official’ objective.**  | **SUCCESS CRITERIA –** (differentiated as appropriate):**How will you know what the children have learned?** **What behaviour are you looking for? – E.g. cooperation****How will you & the children know that they have met the learning objective?** **What small steps are needed to achieve the learning objective?****Success criteria may be differentiated by ability.** **Must be written in child friendly terms** |

|  |
| --- |
| ASSESSMENT FOR / OF LEARNING: |
| **WHO** **are you assessing?****Which group?****Which specific children?**  | **WHAT** are you assessing?**Relate to success criteria.****Be specific –what do you want to know?** | **HOW** are you assessing?**Are you asking questions? Observing reactions? Marking?** | **WHEN** are you assessing?**Is it during the group activity? The plenary?****After the lesson?** | **WHO** is making the assessments?**Are you doing the assessing?** **Is the TA assessing a group also?** |
| **PRIOR LEARNING** (What do the children already know? What NC level are they working at?) **Starting point for lesson.****Relate to yesterday’s lesson/previous week/previous unit.** **How do you find out what the children already know/understand?** | **WHAT DO I NEED TO PREPARE/COLLECT BEFORE THE LESSON?****Are the resources appropriate to the learning objective?****Use as an aide memoir, especially for those extra things not normally in the classroom e.g. pages for the IWB, reference books, magazines etc.**  |
| **ORGANISATION OF OTHER ADULTS** (Specify who, what they will be doing and how you will inform them of their role)**Who? Be clear about whether the other adults are general or SEN TA’s; parent helpers; work experience students etc.** **Doing what? Be clear in your mind what they will be doing at each stage of the lesson and with whom. Is this developed using the TA link sheet?** |
| **USE OF new technologies [ ICT]** (if appropriate)**Only use if it aids learning …….****Remember CDs, sound and video recordings, listening to the radio, programmable toys, digital photographs, data logging, all are ICT …. It’s not just computers and IWB!!****Be specific about what resource you are using/ what you are doing.** | **CROSS CURRICULAR LINKS** **Only if applicable – don’t manufacture! Think – does your numeracy relate to the work you are doing in science? Does the literacy relate to the work you are doing in history?**  |
| **SPECIAL CONSIDERATIONS, INCLUDING HEALTH AND SAFETY, BEHAVIOURAL ISSUES, TIMETABLE ISSUES, ETC.****If it’s a practical (science?) lesson do you need to give the children instructions about safety issues? How to handle scissors etc.** **Is there a group you need to keep on task? Is someone following you into the hall after your PE lesson? Is there a specific reward/form of praise you are intending to use? Does the TA need to sit with specific children? Is there a child whose hearing/sight difficulties mean that he/she needs to be near the front /you?****Include how you are going to challenge the ‘able, gifted and talented’ group.**  |

|  |  |
| --- | --- |
| **LEARNING OBJECTIVE** (in child friendly terms) **Relates to learning objective on previous page. Re-write it to make sure it’s clear to the children. E.g. We are learning about …… We are learning to ….**  | **KEY VOCABULARY Be specific about the vocabulary you will use and want the children to use e.g. maths – divide/share/halve. Do you need to write this up for the children to see? Is the vocab. on the TA link sheet?** |
|  | **Time** | **Children’s activities to meet learning objectives (differentiated where appropriate)****Discuss…Investigate…Share…Watch…Note…Write****Listen…Respond….Explain…Read…Explore…etc.** | **What will I say and do?****How will I and other adults support, manage and assess learning? (including key questions)****Explain….Demonstrate….Model….Ask…Observe…****Discuss….Enable….Target…etc.** | **Resources** |
| **Introduction/context of the lesson** |  | **Use the above words to explain what the children will be doing e.g. noting on their whiteboards; responding to questions; talking in pairs.** **Use bullet points for clarity.** **Get the children involved!** | **Is it a mental/oral starter? Is it an explanation of a new (science?) topic? Are you introducing this activity to a group of children? How are you going to grab the children’s attention & enthusiasm?****Use the above words to explain what YOU/THE OTHER ADULTS are going to say/do/demonstrate/ask?** **Write down/list the QUESTIONS you are going to ask different children/groups.** |  |
| **Main teaching input** |  | **Whilst you are ‘doing’, what will the children be doing?**  | **What are YOU/THE OTHER ADULTS going to say/do/demonstrate/ask?****Write down/list the QUESTIONS you are going to ask different children/groups.****How are you going to manage the transitions? What instructions are you going to give?** |  |
| **Activities****Differentiated as appropriate, including extension activities.** |  | **Whilst *you* are ‘doing’, what are the children doing?** **Are the children working in groups? Are the children working collaboratively? Are they working independently? How do you plan to resource/support independent work?** | **What are YOU/THE OTHER ADULTS going to say/do/demonstrate/ask?****Write down/list the QUESTIONS you are going to ask different children/groups.****Have you a focus group? How are you going to monitor the rest of the class? Is your TA going to work with HA/MA/LA group? (Don’t always have the TA with LA group!!)****Is a ‘mini-plenary’ needed here to check understanding?** **What opportunities are there for you to assess the children’s progress during the lesson? Are there opportunities at times for you to remind the children about the success criteria?** **How will you manage the transitions?** |  |
| **Plenary/ Review of learning**  |  | **Get all the children involved – it’s not just listening to individuals read out their work – have some new examples to work through – pose a challenge – are you using self-assessment?** **Are there links to future learning or to real life experiences/applications?****Whilst you are ‘doing’, what will the children be doing?**  | **What are YOU/THE OTHER ADULTS going to say/do/demonstrate/ask?** |  |
| **EVALUATION OF LEARNING:****What was the impact of your teaching on the children’s learning? What comes next? AfL? AoL?** **Did the children learn anything new? Did they learn enough/were they appropriately challenged? How do you know?** **If learning hasn’t moved on, why not?****Ensure that you are aware of and record relevant outcomes of children’s involvement in intervention groups / withdrawal to other activities**. | **EVALUATION OF TEACHING:****What went well and why?****Very important to complete this - remember this will help future lessons - and don’t just focus on behaviour!****What could have been improved and how?****Be self-evaluative – there should always be room for an improvement.** |

**Example 3:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject/Activity** | **Year Group** | **Date** | **Lesson number in sequence** |
| **Prior learning and needs analysis** |
| **Rationale for learning now and next steps** |
| **Key question****Learning intention/objective/ELG****Success criteria****Assessment strategies****Special considerations** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Structure and timing** | **Activity****Key questions and misconceptions**  | **Management of pupils and adults** | **Resources and key vocabulary** |
|  |  |  |  |

|  |
| --- |
| **Formative assessment** |
| **To what extent were the learning objectives met? How do you know?****Were any of the learning objectives not met? Why?****What other learning took place?****How will the learning outcomes of this lesson inform the teaching and learning of the next lesson?** |
| **Children exceeding objectives** | **Children not meeting objectives** |
| **Aspects of practice you are aiming to improve during this lesson**  | **Evidence of improvement made/future targets to discuss at review meeting** |

**Student teacher’s Curriculum Tracker Sheet**

**Core Subjects**

**(*This sheet should be filed in on PebblePad)***

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ AT\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **SE1** | **SE2** | **SE3** | **Other**  |
| **Core subjects**  | **Taught** | **Observed** | **Taught** | **Observed** | **Taught** | **Observed** | **Taught** | **Observed** |
| **English** |
| Spoken language |  |  |  |  |  |  |  |  |
| Reading  Word reading Phonics Comprehension |  |  |  |  |  |  |  |  |
| Writing  Spelling Handwriting Composition Vocabulary, grammar  and punctuation  |  |  |  |  |  |  |  |  |
| Fiction |  |  |  |  |  |  |  |  |
| Non Fiction [state text type] |  |  |  |  |  |  |  |  |
| Poetry |  |  |  |  |  |  |  |  |
| **Mathematics** |
|  |
| Number and place value  |  |  |  |  |  |  |  |  |
| Addition and subtraction |  |  |  |  |  |  |  |  |
| Multiplication and division |  |  |  |  |  |  |  |  |
| Fractions, Decimals, Percentages, Ratio, Ration and proportion, Algebra  |  |  |  |  |  |  |  |  |
| Measurement |  |  |  |  |  |  |  |  |
| Geometry; Properties of Shape; Position and direction |  |  |  |  |  |  |  |  |
| Statistics  |  |  |  |  |  |  |  |  |
| **Science** |
| Working scientifically  |  |  |  |  |  |  |  |  |
| Plants ( Yr 1,2, 3) |  |  |  |  |  |  |  |  |
| Animals , including humans Living things and their habitats ( Yr 2,4, 5,6) |  |  |  |  |  |  |  |  |
| Electricity ( Yr 4, 6) |  |  |  |  |  |  |  |  |
| Earth and Space ( Yr 5) |  |  |  |  |  |  |  |  |
| Everyday materials ( Yr 1,2) |  |  |  |  |  |  |  |  |
| Evolution and inheritance ( Yr 6) |  |  |  |  |  |  |  |  |
| Forces and magnets ( Yr 3, 5, |  |  |  |  |  |  |  |  |
| Light ( Yr 3, 6) |  |  |  |  |  |  |  |  |
| Properties and changes of materials ( Yr 5) |  |  |  |  |  |  |  |  |
| Rocks ( Yr 3) |  |  |  |  |  |  |  |  |
| Seasonal changes (Yr 1) |  |  |  |  |  |  |  |  |
| States of matter (Yr 4) |  |  |  |  |  |  |  |  |
| Sounds (Yr 4) |  |  |  |  |  |  |  |  |
| **Computing** |  |  |  |  |  |  |  |  |

**Student teacher’s curriculum needs tracker sheet – Foundation Subjects**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Curriculum Area** | **SE1** | **SE2** | **SE3** | **Other** |
|  | **Taught** | **Observed** | **Taught** | **Observed** | **Taught** | **Observed** | **Taught** | **Observed** |
| **Physical Education [possible areas]** |  |
| Dance |  |  |  |  |  |  |  |  |
| Gymnastics |  |  |  |  |  |  |  |  |
| Games |  |  |  |  |  |  |  |  |
| Swimming and water safety |  |  |  |  |  |  |  |  |
| Athletics |  |  |  |  |  |  |  |  |
| Outdoor and adventurous activities |  |  |  |  |  |  |  |  |
| **Please record topic covered** |
| **Art & Design** |  |  |  |  |  |  |  |  |
| **Computing** |  |  |  |  |  |  |  |  |
| **Design & Technology** |  |  |  |  |  |  |  |  |
| **Geography** |  |  |  |  |  |  |  |  |
| **History** |  |  |  |  |  |  |  |  |
| **Ancient and Modern Languages**  |  |  |  |  |  |  |  |  |
| **Music** |  |  |  |  |  |  |  |  |
| **Religious Education**  |  |  |  |  |  |  |  |  |
| **Early Years Foundation Stage** |  |  |  |  |  |  |  |  |
| **Relationships and health Ed/PSHE**  |  |  |  |  |  |  |  |  |

**SECTION 4: ADDITIONAL PLANNING GUIDANCE FOR MIXED KEY STAGES/PHASES**

**EYFS planning support for upper primary student teachers**

**in KS1 settings using areas of provision**

**It is important that you work closely with your class teacher; he/she is the person who is making this work in your setting.**

* Use KS1/2 medium term planning pro forma when appropriate (e.g. when sessions will be taught as discrete subjects, e.g. literacy / PE). Use KS1/2 session plans for all whole class activities.
* Match the learning objective to the year group of the group of children and include levels, thus making it clear how you are differentiating for levels and year groups.
* Planning for individuals can often be achieved by directing higher or lower attaining children to the work of a different year group (although this needs to be handled carefully).
* Use the tracking sheet to record learning outcomes. A separate sheet for each year group could be used to help track the progress of individuals within each year group.

**Planning for ‘free flow’ play / child-initiated activities**

Look at the areas of provision that are in place:

* Complete a plan for each continuous provision area (school format may be used).
* Observe what is in place in your setting [step1].
* Identify opportunities for learning / possible children’s activities (add your own ideas) [step 2].
* Amend key learning boxes to fit in with most appropriate NC subjects.
* Link to appropriate subjects / programmes of study from NC [step 3].
* Revisit possible children’s activities.
* Identify what your role will be [step 4]; remember observation is a valid use of your time and can be used to assess children or identify changes needed to enhance the area of provision; remember to identify time spent in observation on your weekly overview.
* In preparation for the SE block, identify changes / enhancements that you will make to the area.
* Keep all observation notes / assessments with the plans as evidence to support changes made and children’s achievements through learning in the provision area. Have a separate plastic wallet for each area.
* Remember to include in your weekly reflection.
* **During SE2, if possible, plan to enhance at least two areas of provision recording details of the enhanced provision that has been made. Don’t forget, areas of provision can be used as part of other sessions, e.g. literacy.**
* **During SE3, if possible, plan to enhance all areas of provision recording details of the enhanced provision that has been made.**

**A possible model of planning for KS1 provision areas**

**School planning format/ model may be used**

|  |  |  |
| --- | --- | --- |
| **Tactile** | **Mark making** | **Imaginative – small world** |
| **Large construction**  | **Investigation** | **Imaginative – role play** |
| **Manipulative** | **Scrap/junk modelling** | **Music** |

**Please refer to Section 2 for additional areas of provision**

**Key Stage 1 planning guidance**

|  |  |
| --- | --- |
| **LEARNING OBJECTIVE (in child friendly terms)** Relates to learning objective on previous page. Re-write it to make sure it’s clear to the children, e.g. We are learning about …… We are learning to ….  | **KEY VOCABULARY** Be specific about the vocabulary you will use and want the children to use e.g. maths – divide/share/halve. Do you need to write this up for the children to see? Is the vocabulary on the TA link sheet? |
| **Time** | **Children’s activities to meet learning objectives (differentiated where appropriate)****Discuss…Investigate…Share…Watch…Note…Write****Listen…Respond….Explain…Read…Explore…etc.** | **What will I say and do?****How will I and other adults support, manage and assess learning? (including key questions)****Explain….Demonstrate….Model….Ask…Observe…****Discuss….Enable….Target…etc.** | **Resources** |
|  | **Use the above words to explain what the children will be doing e.g. noting on their whiteboards; responding to questions; talking in pairs.** **Use bullet points for clarity.** **Get the children involved!** | **Is it a mental/oral starter? Is it an explanation of a new (science?) topic? Are you introducing this activity to a group of children? How are you going to grab the children’s attention & enthusiasm?****Use the above words to explain what YOU/THE OTHER ADULTS are going to say/do/demonstrate/ask?** **Write down/list the QUESTIONS you are going to ask different children/groups.** |  |
|  | **Whilst you are ‘doing’, what will the children be doing?**  | **What are YOU/THE OTHER ADULTS going to say/do/demonstrate/ask?****Write down/list the QUESTIONS you are going to ask different children/groups.****How are you going to manage the transitions? What instructions are you going to give?** |  |

**SECTION 5: MONITORING AND ASSESSMENT OF PUPIL PROGRESS**

 **Introduction**

**Monitoring and assessment is an integral part of learning and teaching and is about observing, listening, questioning and challenging children’s thinking in order to gain evidence about their learning.**

There are three aspects to this process:

* **Prior learning**
* **Formative assessment and marking**
* **Summative assessment**

**1.1 Prior learning**

It is essential that you are aware of children’s prior learning and achievements in order to gain a full picture of each child as an individual within the context of the whole class. You will develop an understanding of this by observing the children, looking at work in progress and completed work; talking to the class teacher about grouping strategies; looking at class / group / individual records.

**1.2 Formative assessment and marking**

# Formative assessment is for future learning and teaching and is at the heart of effective planning and practice. By analysing evidence, tentative judgements can be made about children’s knowledge, understanding of concepts, skills and attitudes, particularly in relation to planned learning outcomes (success criteria). For example, a teacher may discover when questioning children that several have misunderstood an explanation. The teacher may then intervene and provide teaching which will address the difficulty and improve children’s learning.

**1.3 Summative assessment**

# Summative assessment gives a picture of a child’s attainment at a particular point in time. It is completed at the end of a series of sessions on one topic or at the end of the term, year or key stage. The assessment outcomes may be used for target setting and inform longer term planning.

## 1.3.1 The assessment cycle

##

##  Planning: knowing and

##  sharing what is to be

##  learned.

##

##  Evaluating: using formative and

##  summative assessment to evaluate

##  learning and teaching.

##

##  Teaching: formative assessment

##  used as part of effective learning

##  and teaching.

##

##  Reporting: providing useful feedback e.g.

##  verbal comments or marked written

##  comments

##

##  Recording: summarising

##  success and progress.

**2. Managing assessment**

# Thinking through a strategy for assessment will enable assessment to be a manageable part of a routine rather than an ‘add on’ for someone else’s benefit. It will make you focus on the organisation / activities needed if assessment is to be part of the process of learning as well as the product.

**2.1 Medium term planning**

Medium term plans set out the learning objectives and the order in which they will be taught. It is achievement against these objectives that will be focused on for informal and formal assessment purposes.

Throughout any school experience, the progress the children are making against these objectives should be reviewed and recorded. As part of school experience, you will be required to use a range of monitoring and assessment strategies to evaluate pupils’ progress towards planned learning objectives and record this information in a systematic way.

**2.2 Weekly Literacy / Numeracy plans**

Any focus group assessment planned to take place during the literacy and numeracy sessions should be highlighted on the weekly plan.

**What evidence will you be looking for and how will you record this?**

The success criteria column on the session planning pro forma should be completed prior to the session. Please note the direct link between the ‘learning objectives’ column and the ‘success criteria’ column.

You will need to gain evidence about children’s learning during the teaching session and record the results, for example, on the pupil tracking sheet.

Evidence, wherever stored, must be available for class teachers, mentors and external mentors to read and is only useful if it is analysed and used when planning for future lessons.

**2.3 Lesson planning**

It is essential to identify learning objectives and success criteria in order to assess what you hope the children will learn / understand / do by the end of the lesson.

3. Recording assessment

 3.1 Pupil tracking sheet

 This pro forma can be used in a variety of ways (with reference to the session plan):

1. As a monitoring device for the whole class which can be completed by class teacher or other adult.
2. As a monitoring device for a group or groups of children which can be completed by class teacher or other adult.
3. As an assessment tool for a focused group activity.

Any action required must impact on future planning and you should therefore revisit your planning and make amendments.

3.2 Formative small group assessment

Occasionally a more detailed analysis of children’s learning is needed and in this case a formative small group assessment is required. Both this and the pupil tracking sheet may be used to build up a whole class record.

3.3 Recognising significant achievement / significant need

At the beginning of a school experience, you will not usually have had enough time in school to know each child well enough to be able to make an informed judgement as to the significance of current achievement in relation to prior achievement. You will find, however, that your ability to do this will increase as the placement progresses. Throughout your placement you should be making judgements taking notes of the children and their learning with the guidance of the class teacher.

During school experience, you will judge the significance of intended learning outcomes in relation to the pupils’ achievement, e.g. was a child’s achievement beyond expectations for the class or his / her group (significant achievement), or did the child struggle and either fail to achieve the learning objective or need support in addition to that planned for (significant need)? However, you must be aware of the need to record additional evidence relating to significant achievement / need which occurs but was not part of your intended planning.

**3.4 Recording and completing the pro forma**

Records are kept for a variety of reasons. Over the range of school experiences you will complete three main types of record.

(i) The whole class record

This is both formative and summative. It is essentially a monitoring tool which can give an overview of:

1. Coverage within an area of learning.
2. Absence.
3. Significant need or achievement.
4. Differentiation.
5. Information relating to national curriculum levels, and early learning goals and Development Matters guidance.

 (ii) The formative individual record

In teaching, this form of assessment is generally used for diagnostic purposes, for example concerns:

* About a child’s behaviour.
* About child’s lack of achievement.
* That you are offering the right degree of challenge.

Photographs of children’s achievement and engagement in learning or photocopies of complete work from individual children may be collected.

This kind of detailed assessment gives evidence about your own level of subject knowledge and your understanding of child development and learning theory. The ability to assess children depends on your own knowledge and understanding of what is happening inside and out of the classroom. This kind of record could also be used as part of a profile of achievement and shared with parents.

(iii) The formative small group record (pupil tracking sheet)

This record is intended to make both assessment and recording manageable. It is to be used with a focus group during your teaching. As soon as possible following the session, you should check that enough information has been recorded to inform future planning, i.e. the next step for the focus group, those who have not met the learning objective, and those who have exceeded it. Information from this kind of record can be ‘lifted’ to be used as evidence when reporting to others and/or used to complete a half termly/termly summative record.

ALL RECORDS SHOULD BE SHARED FULLY WITH THE CLASS TEACHER, ESPECIALLY WHEN ‘HANDING BACK’ THE CLASS AT THE END OF SCHOOL EXPERIENCE. THIS SHOULD INCLUDE ANY ELECTRONIC RECORDS OR INFORMATION ABOUT TARGET-SETTING.

**Please note:**

**Your monitoring and assessment evidence will be used in the weekly progression meetings with your mentor to help inform both the formative judgements made throughout your placement, and the summative judgements made at the end of your programme against the Teachers’ Standards.**

**\* Evidence may include for example**

* Records of pupil progress.
* Session plans- differentiated to meet individual pupil needs (annotated where necessary).
* Marking and feedback to pupils.
* Evaluations of planning.
* Reflections from post appraisal feedback.

**WHOLE CLASS TRACKING SHEET FOR RECORDING PUPIL ASSESSMENT**

**Date: ………**

**TYPE OF ASSESSMENT:** Formative or summative e.g. targeted questioning, marking, observation, test, level of independence.

|  |  |
| --- | --- |
| **Learning objective:** | **Success criteria:** |

**Highlight the names of pupils who have:**

|  |  |  |
| --- | --- | --- |
| **Not achieved objectives** (note significant reasons) | Class/set list of names | **Exceeded objectives** (note significant reasons) |
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| **Action required** |  | **Action required** |

**GROUP TRACKING SHEET FOR RECORDING PUPIL ASSESSMENT Date: ………**

 **TYPE OF ASSESSMENT:** Formative or summative e.g. targeted questioning, marking, observation, test, level of independence.

|  |  |
| --- | --- |
| **Learning objective:** | **Success criteria:** |

**Highlight the names of pupils who have:**

|  |  |  |
| --- | --- | --- |
| **Not achieved objectives** (note significant reasons) | list of names | **Exceeded objectives** (note significant reasons) |
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| **Action required** |  | **Action required** |

4. Early Years Foundation Stage Assessment

Within an Early Years Foundation Stage environment, planning for learning must take particular account of the individuality of young children. There may be a whole class ‘tick sheet’ showing either an individual’s participation in a provision area, e.g. sand, water, blocks, role play etc., or achievement against a learning objective.

Many activities, however, will be child-initiated and there will be a much greater use of observation as a means of gaining evidence. There will be an emphasis on achievement and many observations will show achievement in more than one curriculum area, given the holistic nature of children’s learning. These observations of individual children, if written on a ‘post it’ note, can be placed on an observation sheet available to all adults in each provision area. Each note can then be either attached to or ‘written up’ on the individual child’s record sheet. (N.B. this is one system but Early Years Foundation Stage classes have many effective systems in place).

It is a good idea to begin a record for each child where evidence notes can be jotted down as they arise – this can be a blank sheet of paper for each child or a pro forma. This format can be carried on throughout the school experience. These records, which give evidence of achievement over time and which can be added to by all adults, can be used as a stimulus for analysis and discussion at planning meetings. Targets set for the future will often lead to the evaluation of materials available to the child and the children generally and the addition or removal of key resources including adult support.

|  |
| --- |
| Ongoing individual record |
| Child’s name: *Euan* |
| Evidence / account | Area of learning | Analysis | Future planning/action |
| *3.6.19**Euan joined a group which included several of his friends at the mark making table. He spent 10 minutes with the group, joining in their conversation, observing what they were drawing and copying their monster themed drawings. He took his drawing with him when he left, and said that he wanted to take it home.* | *Personal, social and emotional development: self-confidence and self-awareness*  | *Euan does not regularly**come to activities**involving drawing and often says ‘I can’t do it’. He joined in because friends he wished to play with were at the table.* | *Encourage Euan to try new activities even when his friends are not doing them**Comment positively when Euan tries new activities, and tell his parents about it**Show an interest when Euan does engage in markmaking – invite him to show his drawings at group time and talk about them. Provide opportunities for markmaking in Euan’s preferred provision areas (construction, outdoor area)* |

5. Feedback and reporting assessments

The focus of school experiences is on providing effective feedback to the children and ongoing feedback to and discussion with the class teacher.

Key elements in this process will be:

1. Sharing learning objectives and success criteria with the children.
2. Verbal and written feedback – from teacher to child and from child to teacher.
3. Target setting at pupil level.

N.B. Essential reading: Clarke, S. (2001) ‘Unlocking Formative Assessment’.

You should take every available opportunity to take part in any parents’ evenings, other meetings and parent / teacher discussions which occur during school placements.

The monitoring of pupils’ progress by student teachers is of vital importance in providing evidence of the effectiveness of teaching. It is therefore valid throughout all school experiences.

Evidence may found in a variety of formats which may include pupil work on displays or working walls, pupil voice, records of outcomes, mentor feedback from appraisals and planning, etc. which the student teacher should be able to signpost.

The suggested specific focus for monitoring and assessment at each stage can be found below. However this is only indicative guidance and it should be noted that student teachers may well achieve each level at an earlier point in their training.

**Stage 1: SE1**

Provide evidence to describe or demonstrate how you:

* Provide immediate and constructive feedback to pupils as they learn.
* Encourage pupils to respond to this feedback.
* Involve pupils in reflecting on, evaluating and improving their own performance.

Stage 2: SE2

Provide evidence to describe or demonstrate how you:

* Have planned your teaching and used assessments to achieve progression for learners.
* Have used assessment to inform the next level of planning.
* Can demonstrate what proportion of the class are making good progress; expected progress or no progress and how this has been recoreded and tracked.
* Have planned your teaching and used assessments to meet the needs across a range of abilities. Show evidence how you have intervened when pupils have not made enough progress.
* Have planned your teaching and used assessments to meet the needs of pupils with SEND, with appropriate support.
* Can show evidence of the progress that children (a group or the whole class) have made in any subject area during your placement and how you have monitored this.
* Can explain the difference between ‘assessment for learning’ and ‘assessment of learning’ and can contribute to whole school assessment systems.

Stage 3: SE3

Provide evidence to describe or demonstrate how you:

* Have planned your teaching and used assessments to meet the needs across a range of abilities.
* Have used varied evidence to support judgements about children’s learning.
* Have identified and supported:
* pupils who are working below age-related expectations.
* pupils failing to achieve their potential in learning.
* Provide immediate and constructive feedback to pupils as they learn.
* Involve pupils in reflecting on, evaluating and improving their own performance.
* Communicate effectively with parents or carers and what you consider to be the key elements of a written report to parents or carers.
* Can demonstrate or explain what information regarding pupil achievement and well-being you would gather to support formal communication with other professionals who may be working with that child.
* Have gained experience of levelling children’s performance against the Early Learning Goals and National Curriculum 2014.
* Can explain how this setting monitors and tracks pupils’ progress, including statutory assessments to inform pupil and school improvement.